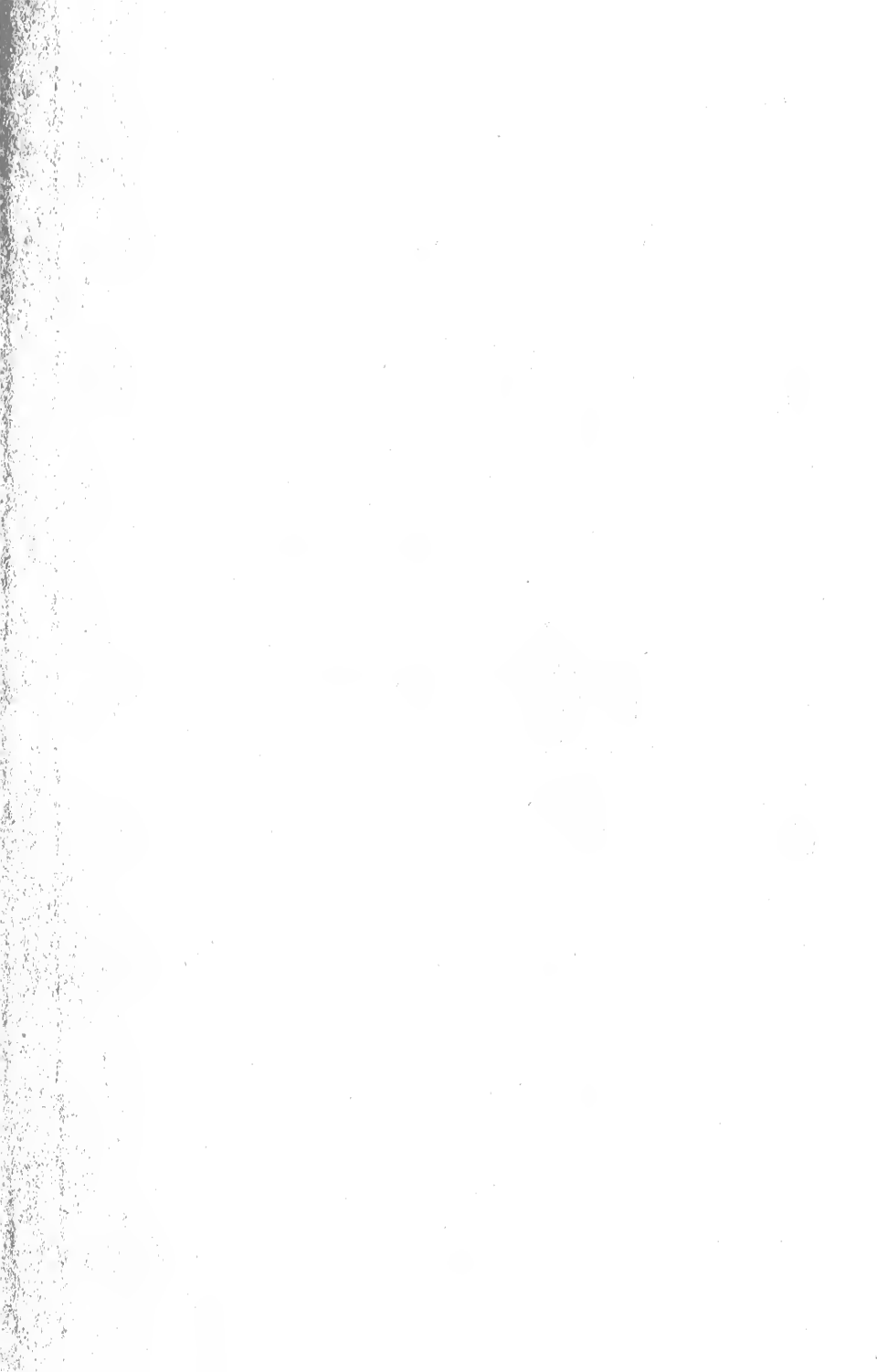


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ANNUAL REPORT
OF THE
SCHOOL COMMITTEE
OF THE
City of Charlestown,

TOGETHER WITH THE
Report of the Superintendent of Public Schools,

FOR THE YEAR 1869.



BOSTON :

ARTHUR W. LOCKE & CO., PRINTERS, 120 MILK STREET.
1870.

SCHOOL COMMITTEE.

1869.

EUGENE L. NORTON, MAYOR, *ex-officio*.

ANDREW J. BAILEY, PRES. OF THE COMMON COUNCIL, *ex-officio*.

WARD 1. — William Peirce, A. E. Cutter, James F. Hunnewell,
Geo. A. Hamilton, Wm. R. Bradford, J. W. Radd.

WARD 2. — John Sanborn, Andrew J. Locke, Nahum Chapin,
M. H. Merriam, Wm. Raymond, Washington Lithgow.

WARD 3. — Geo. W. Gardner, Wm. H. Finney, Charles F. Smith,
Geo. H. Marden, John Turner, Chas. E. Daniels.

1870.

WM. H. KENT, MAYOR, *ex-officio*.

JAS. ADAMS, JR. PRESIDENT OF THE COMMON COUNCIL, *ex-officio*.

WARD 1. — William Peirce, A. E. Cutter, James F. Hunnewell,
Geo. A. Hamilton, Wm R. Bradford, Willard Rice.

WARD 2. — John Sanborn, Nahum Chapin, M. H. Merriam,
Wm. Raymond, Washington Lithgow, S. S. Blanchard.

WARD 3. — Geo. W. Gardner, Wm. H. Finney, Chas. F. Smith,
John Turner, Charles E. Daniels, A. J. Bailey.

CITY OF CHARLESTOWN.

IN SCHOOL COMMITTEE, September 16, 1869.

Messrs GARDNER, FINNEY and CUTTER were appointed a Committee to prepare the Annual Report.

Attest:

F. A. DOWNING,

Secretary.

IN SCHOOL COMMITTEE, December 30, 1869.

Mr. FINNEY submitted the Annual Report of the School Committee which was accepted; and it was ordered that eight hundred copies be printed for distribution.

Attest :

F. A. DOWNING,

Secretary.

(11) 100

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REPORT.

The School Committee of Charlestown present the following Annual Report for 1869 :

ORGANIZATION OF THE BOARD.

In accordance with the rules, and the custom of previous years, the Board was organized at the first meeting in January, as follows :

For President GEO. W. GARDNER.

For Secretary F. A. DOWNING.

For Treasurer W. H. FINNEY.

For Messenger ABELIAH BLANCHARD.

At the second meeting in January the President appointed the sub-Committees on the various schools, and also the following

STANDING COMMITTEES.

On Finance. — A. J. Locke, Wm. Peirce, Chas. E. Daniels.

On Books. — Wm. H. Finney, Jas. F. Hunnewell, Geo. A. Hamilton.

On Printing. — Wm. R. Bradford, Nahum Chapin, J. W. Rand.

On Fuel. — John Sanborn, Wm. Raymond.

On School Houses. — A. J. Bailey, M. H. Merriam, Nahum Chapin, Geo. A. Hamilton, Chas. F. Smith.

On Music. — Chas. F. Smith, John Turner, Washington Lithgow.

On Examination of Teachers. — Geo. W. Gardner, A. E. Cutter, Wm. H. Finney, C. F. Smith, Geo. H. Marden, A. J. Locke, M. H. Merriam.

On Evening Schools. — M. H. Merriam, Wm. H. Finney, Geo. H. Marden, A. E. Cutter, Nahum Chapin.

At subsequent meetings, several changes were made in relation to the future organization of the Board and the method of appointing Standing Committees.

FINANCIAL STATEMENT.

The following table shows the amount of general expenses under direction of the School Committee, from March 1, 1869, and the amount appropriated therefor by the City Council for the year ending Feb. 28, 1870.

	<i>Expended.</i>	<i>Appropriated.</i>
For Salaries of Teachers, Messenger,		
Secretary and Treasurer.....	\$56,124 82	\$76,225*
Salary of Superintendent.....	1,875 00	2,500
Support of Evening Schools.....	130 66	1,200
Purchase of Pianos	2,500 00	2,500
Incidental Expenses.....	12,400 21	13,150
Total.....	\$73,030 69	\$95,575

*The sum appropriated for salaries will be increased by the amount to be received from the State School Fund.

It is probable that the expenses for the remainder of the financial year for each of the items in the above table, with the exception of "Incidental Expenses," will come within the appropriations.

The amount expended thus far for "Incidentals" has been largely increased beyond the expectations of the Board at the commencement of the year, by reason of its assuming the cost of new seats, desks &c., in the room in the City Hall, which has been fitted up for the use of a portion of the High School, and in various other schools, which should have properly been charged to the account of Alterations and Repairs under the direction of the City Government. The Committee on City Property having however exhausted the amount of their appropriations in making needful repairs and in the proper care of the school buildings, it was thought best to have the cost of these seats, &c., charged to the school appropriations.

The following is the account of the Treasurer in relation to the condition of the Trust Fund. The principal of this fund consists of two City notes amounting to \$5,600, the interest on which is applicable for the support of schools.

WM. H. FINNEY, *Treasurer,*

In account with the Trustees of Charlestown Free Schols.

1869.

DR.

To Balance from old acct.....	\$511 17
Cash recd. for 12 mos. int. on note of \$5000	300 00
“ “ “ “ “ “ “ \$600	36 00
“ “ “ tuition of non-resident pupils	27 00
“ “ “ sale of old table	8 00
Total	<u>\$882 17</u>

1869.

CR.

By Cash paid H. B. & W. O. Chamberlain	\$ 58 00
“ “ A. E. Cutter.....	211 40
“ “ Lawrence, Wilde & Hull.....	80 00
Balance to new account	532 77
Total.....	<u>\$882 17</u>

Charlestown, December 30, 1869. — We, the undersigned, hereby certify that we have examined the above account, and find the items therein contained properly vouched for, and the balance as above stated \$532 77, of which amount \$400 is on deposit in the Charlestown Five Cents Savings Bank, upon which interest has accrued from April, 1867.

ANDREW J. LOCKE,
C. E. DANIELS,
WILLIAM PEIRCE,

} *Finance*
} *Committee.*

SALARIES OF TEACHERS.

The Committee after due consideration, fixed the salaries to be paid to the several teachers as follows:

Principal of High School	\$2,500 00
Sub-Master " "	1,600 00
First Assistant " "	825 00
Second " " "	675 00
Third and Fourth Assistants.....	575 00
Principals of Grammar Schools, each.....	1,800 00
Sub-Masters " " "	1,400 00
Head-Assistants " " "	650 00
Assistants " " " 1st year.....	500 00
" " " " 2nd "	550 00
Teachers of Intermediate Schools, each	575 00
" " Primary " 1st year, each.....	500 00
" " " " 2nd " "	550 00
Music Teacher	1,000 00

The above Schedule shows an advance in some cases over the salaries for 1868. Notwithstanding this advance it will be found that the teachers of this city are not so well paid for their services, on the average, as those of the cities in the immediate neighborhood. There is no reason known to the Committee why this city should not pay as much compensation to her school teachers as most other cities and towns in this vicinity. Many teachers have been called away during the past year by offers of higher salaries than they were receiving here. If it is considered desirable to retain faithful

and competent teachers ; if the theory is correct that it requires special preparation and study for the profession of teaching ; it will be necessary in self-defence, if for no higher motive, to offer sufficient compensation to retain our best teachers, and induce the highest talent to seek our schools.

MEETINGS OF THE BOARD.

The Committee have held during the year twenty-two meetings, at which the general subject of education, and various details connected with the management and progress of the schools, have received full consideration. But the number of meetings of the Board by no means indicates the amount of labor performed by its members. There have been frequent meetings of the various Standing Committees, on subjects involving a good deal of time and thought. The general supervision of the schools, the consideration of applications for situations as teachers, the examinations, the investigation of complaints from teachers, parents, and scholars, together with many other similar duties, consume much time, require much thought, and render the office of a member of the School Committee an exceedingly onerous one to such as strive to faithfully perform its duties.

COURSE OF STUDY.

The Course of Study adopted by the Board in 1867, was deemed an experiment — it was not claimed that it

was perfect, or that it would fit each individual scholar; neither was it expected that it could be immediately conformed to in all the classes in the various schools, inasmuch as it was based upon a *general advance along the whole line*, commencing with the Primary Schools. The change of some of the text books since the adoption of this Course, and the experience gained in the practical workings of the system, have rendered it necessary to make some modifications.

Early in the year a special Committee was appointed, consisting of the Chairmen of the High and Grammar Schools, to revise the Course of Study, and make their report to the Board. This Committee gave considerable attention to the subject and reported at the last meeting in 1869.

The report was ordered to be printed for the use of the Board, and will be presented for its consideration at an early meeting.

A Course of Study has been termed a "necessary evil." It is certainly an "evil" if it causes the teacher to lose his individuality, puts him in a tread-mill and confines his teaching to hearing recitations of the text contained within a certain number of pages in a book. On the other hand, it is "necessary" that there should be some degree of uniformity in the several schools of the same grade in the city. The Committee do not believe that a proper arrangement of studies will necessarily produce the evils mentioned; and it is hardly needful for

the Committee to say, that they do *not* desire the treadmill system of teaching, or to repress the individuality of the teacher. They do however expect the attainment of certain results, and a general conformity on the part of teachers to the spirit as well as the letter of the Course of Instruction.

The Committee desire, in this connection, to recognize the importance of the cultivation of habits of study, and concentration of mind by the pupils, and at the same time to express their disapproval of undue pressure upon the scholars, and requiring them to perform long tasks out of school. The high pressure "cramming" system is an unhealthy one—it may produce apparently brilliant scholars—but the knowledge gained is often superficial, and at the expense of physical vigor, and of true development and symmetry of mind.

Some complaint has been made by parents the past year of this undue pressure upon the children in their studies. In some instances these complaints have been well founded, and steps have been taken to remedy the evil. In other cases, it has been found that the listlessness of mind and languor of body have been caused by other influences than overwork in school. Parents who allow their children to be frequently deprived of needed rest by attendance at dancing schools, evening parties and theatres, should be debarred from making complaint of overwork and pressure of their children at school.

DUTIES OF PARENTS TO THE SCHOOLS.

The efficiency of our schools would be much increased by a more general co-operation and sympathy of parents with the teachers. Frequent visits should be made — the acquaintance of the teachers should be formed. By this means much friction would be avoided in the management of schools. In this connection the Committee present the following extract from a report of the Trustees of 1841, the suggestions being as applicable now as they were twenty-eight years ago :

“Let the parents be arrayed against the teacher and but little hope can be entertained of progress ; let them act with him, and it is a great step towards it. Many are the ways in which this co-operation can be rendered. Parents can prevent absences ; they can enjoin confidence on the part of the scholars towards the teacher ; they can encourage pupils in their lessons ; they can promote a love of school duties ; they can insist upon entire obedience of their children to the rules of the school ; they can visit the school-rooms ; and they can at least practice the *negative* duty of refraining from the injustice of judging the teacher on the sole testimony of their children.”

The Committee would also quote the words of the Superintendent in his Second Semi-Annual Report, as follows : — “One of the greatest hindrances to success in the work of education is the seeming indifference of parents.”

Another duty of parents is to “stand up” for the schools. It is in no spirit of egotism or self-complacency, that the Committee express their belief that the schools of this city were never in better condition than they are now, and that they will compare favorably with those of most cities in the land. It is also the belief of the Committee that our schools are far superior to most private schools. Moreover, the public schools are not designed for any particular class of society — they are intended for the rich as well as the poor. Is it not then a duty which parents owe to their children and to the community, to avail themselves of the advantages of our public schools, rather than to send their children to private institutions?

EVENING SCHOOLS.

The following abstract of the Report of the Committee on Evening Schools is presented:

The work of providing instruction for those who have been deprived of the advantages of our Common Schools, although not among the legal requirements of School Committees, is nevertheless within the scope of their duties as conservators of public instruction. The Board of School Committee, late in the year 1868 appointed a Committee, and asked for the appropriation of money, for the experiment of establishing free evening schools in the winter of 1868-9. Six schools, four for males and two for females, employ-

ing twelve teachers, were organized in the last week of December 1868, and continued for sixteen semi-weekly sessions. About three hundred scholars were enrolled; but after substantial work succeeded the temporary excitement of novelty, the attendance was reduced to about one hundred and seventy-five. The schools became interesting, and notable progress was being made when they were necessarily suspended. The experiment seemed a successful one, and the Committee who had immediate charge of the work, recommended a repetition for the next winter. Accordingly the same Committee was appointed, and an adequate appropriation was made. Six schools were organized on the 1st of November 1869, but the number of pupils did not seem to warrant the Committee in continuing so many, and the number of schools has since been reduced to four — two for males and two for females. The number of pupils is about one hundred and twenty, most of whom have manifested great earnestness and interest in their studies.

Due regard for the public welfare should ensure the continuance of these schools.

SCHOOL ACCOMMODATIONS.

The Committee are happy to announce, that in accordance with the request of the Board, the City Council have adopted plans for the remodelling and enlargement of the High School building. The thanks of the

community are due the City Government for their liberal and intelligent action in relation to this subject.

While gratefully acknowledging what has been done for the accommodation of the High School, it is incumbent upon the Committee to point out the requirements for the relief of two of the Grammar Schools.

Frequent requests have been made within a few years for better accommodations for the Harvard and Winthrop Grammar Schools. The Committee of the City Council, to whom the subject of a new school-house for the Harvard School was referred in 1868, reported that a necessity for better accommodations existed, but referred the matter to the next City Government. The matter has slumbered in the City Council ever since until recently, when the Committee on City Property reported adversely, giving as a reason, the statement that there are at present more seats than scholars in the Grammar Schools. The School Committee do not make complaint of a *lack of seats* — but of the location and unhealthfulness of many of them. The Committee would repeat, that the health of both teachers and scholars, and the attainment of needful results in instruction, require the erection of at least one new Grammar School-house the coming year, to relieve both the Harvard and Winthrop Schools.

In regard to the matter of empty seats, it should be said that the schools are classified, not only in this city but throughout the State, in such a manner as to require

pupils of equal attainments to occupy the same room and to be subject to one teacher. Without discussing the subject of grading at this time, it is sufficient to remark, that under this system, which is almost universally recognized as the true principle, it is not always possible to utilize every seat in a school. The greatest pressure for room exists in the lower classes, and it is evident that these scholars can not be transferred to empty seats in the rooms of the higher classes.

Moreover, about 150 seats in the Winthrop School are utterly unfit in their present location for the accommodation of scholars — they are situated in the basement and in rooms with little or no ventilation, — and both scholars and teachers are subject to many inconveniences and annoyances which sadly interfere with rapid progress and proper discipline. In regard to the Harvard School, the remarks above in relation to utilizing the vacant seats particularly apply, as a large proportion of the scholars “drop out” of school before reaching the higher classes.

The building itself is in poor condition, and it would hardly be economy to spend the amount necessary to make it tenantable without entirely remodelling and enlarging it. The internal arrangement of the building is bad — the rooms are small and inconvenient — not one of them is possessed of proper ventilation. It would seem that nothing need be said at this time in favor of pure air as a necessity to health, and a proper condition

of mind to study.— and yet this subject is often entirely ignored in considering the wants of public schools. In consequence of the want of yards, and of the location of what should be *out-houses* almost *within* the building, the atmosphere in the entries, stairways, and even in the school-rooms during the greater part of the warm season is exceedingly foul and offensive. The playgrounds are the streets, thus subjecting the school, as well as the residents in the vicinity, to many annoyances and inconveniences. The school also suffers for want of a hall for general exercises and the practice of music.

Some of the Primary Schools also require increased and improved accommodations, and the report of the Superintendent on this subject is concurred in by the Board.

The Committee have left the work of preparing a detailed report on the condition and requirements of the various schools, to the Superintendent. His report will be presented with this, and the attention of the citizens is invited to its statements, suggestions and recommendations.

Respectfully submitted on behalf of the Board.

GEO. W. GARDNER,	} Committee.
WM. H. FINNEY,	
A. E. CUTTER,	

CHARLESTOWN, December, 1869.

REPORT

OF THE

Superintendent of Schools.

To the School Committee of Charlestown :

GENTLEMEN, — In accordance with your vote passed several months since, I present but one Report for the year 1869. This will cover the ground that would have been occupied by the sixth and seventh of the semi-annual series.

The events of the year furnish occasion for expressions of gratitude to Him who is the source of all good. Our teachers and pupils have been generally favored with health, and the schools have been highly prosperous.

With pleasure I commend the teachers for their ability and faithfulness. While very few deserve criticism, many are laboring with a spirit of sacrifice which, if not worthy of a better cause, is certainly stimulated by hopes of higher rewards than those which spring from the salaries they receive.

Having made several hundred visits to the school rooms, and spent nearly four months in formally examining classes, and availed myself of other means of

information respecting our schools, I can but regard them as a source of honorable pride to our citizens. Though neither perfect, nor moving constantly with equal steps toward perfection, they are in a state of vigorous and healthful prosperity.

SCHOOL STATISTICS.

Accurate Statistics are valuable as indicating facts or general laws, and it might be expected that in educational documents the highest degree of correctness would be found. But vagueness and uncertainty are quite as likely to be met with there as elsewhere. In the school reports of a great city, the number of pupils is placed at a figure but little less than one fourth of the entire population: this seems to indicate a remarkable degree of attention to education. A close examination, however, shows that there are no school districts in that city, that promotions are made semi-annually, that children attend where they please and may belong to half a dozen schools in a year, and the total number is the sum of all the names registered. The numerous and elaborately prepared tables of statistics, published by State Boards of Education, are rarely free from defects. If we look to them for information respecting the "number of scholars of all ages in the public schools," "the per cent. of attendance," "the aggregate length of the schools," "the number of children between 5 and 15 years of age in each town," or "the comparative per-

centage of taxable property appropriated for the support of schools," we can obtain only approximate results. If we inquire concerning the number of Grammar Schools in the State, or respecting the number of pupils that annually complete the Grammar or High School course of study in the different cities and towns, we gain little or no light.

If we attempt to compare the schools of similar cities or towns, we find such a want of uniformity of method in reporting facts, that it is quite impossible to arrive at a satisfactory result.

To obviate in part these defects, an outline for a statistical report was adopted by the Convention of New England Superintendents of Public Schools, held in Boston, in May last, and was published in the October number of the Massachusetts Teacher. If that form is followed by the gentlemen who gave it their approval, the public will be better informed in future than they have been heretofore, in regard to the relative standing of schools in our cities and chief towns. Its principal features will be adopted in this report.

GROWTH OF CHARLESTOWN.

Population in 1840,.....	11,484
“ “ 1850,.....	17,216
“ “ 1855,.....	21,742
“ “ 1860,.....	25,063
“ “ 1865,.....	26,398
“ “ 1869, (estimated)	29,000

These statistics do not include the Navy Yard or State Prison.

Number of persons in this city between 5 and 15 years of age, on the first day of May in each year, from 1857 to 1869: —

1857,	4,838	1864,	5,798
1858,	4,243	1865,	4,951
1859,	4,302	1866,	5,181
1860,	4,194	1867,	5,697
1861,	4,496	1868,	5,824
1862,	4,946	1869,	5,929
1863,	5,028		

WHOLE NUMBER OF SCHOOL BUILDINGS, 20

One of these is occupied by the High School, five by Grammar Schools, and fourteen by Primary Schools.

VALUE OF SCHOOL PROPERTY.

High School Building, Monument Square,	\$30,000
New lot for use of High School,	8,300
Bunker Hill Grammar School-house, Baldwin Street, . .	88,000
Warren Grammar School-house, Summer Street, . .	97,000
Prescott Grammar School-house, Elm Street, . .	45,000
Winthrop Grammar School-house, corner Lexington and Bunker Hill Streets,	30,000
Harvard Grammar School-house, Harvard Street, . .	25,000
Primary School-house, Haverhill Street,	2,500
“ “ cor. Bunker Hill & Charles Streets,	20,000
“ “ Mead Street,	15,000
“ “ Sullivan Street,	2,500
“ “ Cross Street,	2,400
Two Primary School-houses, Medford Street,	1,800
Primary School-house, Bunker Hill Street,	1,500
“ “ Moulton Street,	15,000

"	"	Common Street,	20,000
"	"	Soley Street,	1,000
"	"	Bow Street,	5,000
Two Primary School-houses, Richmond Street,			6,000
			<hr/>
School-houses and lots,			\$416,000
Pianos, Apparatus, Libraries, Globes, Maps, &c.,			8,500
			<hr/>
Total value,			\$424,500

Table showing the number of sittings in all the grades of schools, also the number of pupils and teachers on the 31st of October, 1869.

	Number of Sittings.	No. of Pupils. Oct. 31st, 1869.	No. Teachers. Oct. 31st, 1869.
High School,	200	257	7
5 Grammar Schools,	3017	2665	61
38 Primary Schools,	2128	2118	38
2 Intermediate Schools, }	112	137	2
Total	5457	5177	108

The Intermediate Schools are located in Engine-houses.
Whole number of sittings in school buildings, 5345.

SCHOOL ATTENDANCE.

Number of different scholars for the year ending July 17, 1869,	
about,	5,500
Average number belonging,	4,988
High School,	202
Grammar Schools,	2,602
Intermediate Schools,	165
Primary Schools,	2,019

Average attendance,	4,473
High School,	191
Grammar Schools,	2,428
Intermediate Schools,	135
Primary Schools,	1,719
Per cent of attendance in all the schools,	90
“ “ in the Grammar Schools,	94
Number of children between 5 and 15 years of age, habitually absent from the Public Schools, about.....	1,300
Number of children admitted to the Grammar Schools,	532
In March,	199
In September,	333
Average age of scholars admitted to Grammar Schools, 9 years and 4 months.	
From the Primary Schools,	400
“ “ Intermediate “	132

Many of the pupils admitted from the Intermediate Schools came to this city from the country, where their educational advantages had been very small ; and more than one half of them were from 11 to 15 years of age.

Average number of pupils belonging to the schools on the 31st of October, 1857-58-59,	4,182
Average number on the 31st of October, 1867-68-69,	5,144
Increase in ten years,	962
A comparison of the average attendance for the same years shows a gain of	966

Number of scholars per teacher for the average number of pupils in school.

	Oct. 31st, 1859.	Oct. 31st, 1869.
High School,	32	37
Grammar Schools,	47	44

Intermediate Schools, . . .	64	64
Primary, " . . .	69	56
In all the Schools, . . . ,	54	48

The increase in the number of pupils for the past two years has been very small.

The following table, which gives the number of births in this city for thirteen successive years, indicates the cause of the limited increase.

Births in 1857,	834
1858,	833
1859,	738
1860,	750
1861,	756
1862,	675
1863,	621
1864,	672
1865,	583
1866,	605
1867,	608
1868,	725
1869,	648

The "Vital Statistics" of other cities reveal the fact that during the war there was a diminution of the number of births.

FINANCES.

Valuation of the city, 1869,	\$25,698,500
Whole amount of taxes assessed,	421,230 80
Number of Polls taxed,	7,674 00

Sum appropriated for support of schools, 1869-70, ...	\$95,475 00
Cost of tuition in all the schools for the average number of pupils belonging, for the year 1868-69,	13 96
In the High School,	33 29
“ Grammar Schools,	16 45
“ Intermediate “	8 12
“ Primary “	9 33

SCHOOL BUILDINGS.

The school-houses in this city have been greatly improved within a few years. Two noble and costly buildings have been erected, and some others, previously in use, considerably modified, so that most of our schools are now conveniently and pleasantly situated. Special attention has been given to *heating*, to *ventilation*, and to the cleanliness of rooms and yards. In these and other particulars much has been accomplished during the present year. The committees having these matters in charge have labored with a wise liberality to make the school-houses convenient and attractive.

Walker's Steam Heating Apparatus has been placed in the Bunker Hill Grammar School building, and so arranged as to heat that building and the Bunker Hill Primary School building. This system of heating is excellent; and the method of ventilation adopted in connection with it works admirably.

The ventilation of the Primary school-houses is generally good; and most of the rooms were white-washed, painted, or papered in the summer vacation.

Two rooms in the Bunker Hill Primary School building have been furnished with desks, and are now occupied.

The expense for repairs and improvements for the year amount to nearly five thousand and five hundred dollars. This sum includes about one thousand dollars spent in repairing numerous damages occasioned by the September gale.

While we congratulate our citizens upon the improved condition of the school-houses, it is proper to name some defects in order that they may be avoided in the erection of other buildings.

The rooms occupied by the Primary Schools are generally too small. Many of them are only 19 by 24 feet. In such rooms it is impossible to perform the educational work, that might be accomplished in rooms of suitable dimensions. They should not be less than 25 by 30 feet. Then the desks might be so far removed from each other as greatly to diminish the temptation to whisper and communicate; many children could work at the blackboards at the same time, and necessary physical exercises could be conveniently and properly conducted. The general lack of room is a serious disadvantage. The buildings on Mead and Moulton streets are in many respects models; they are substantial and sufficiently elegant for the purpose for which they are employed; but the rooms are quite too small. In the erection of other buildings, these might be copied in style and general arrangement but not in dimensions.

Another fault is found in the location of the buildings. Many are placed at the corners of streets ; and in not a few of them teachers and pupils are greatly annoyed, in the warm season of the year, by the noise arising from incessant travel.

Much as has been accomplished in furnishing school accommodations, great improvements are still needed.

The necessity for providing additional sittings, and conveniences for the High School is apparent to all who are acquainted with its condition. This subject was presented for your consideration, in my report for the term ending July, 1868, and has received your careful attention and favorable action ; and the City Council to which you referred the subject has, after mature deliberation, passed an order authorizing the enlargement of the present building. Plans have been prepared by a skilful architect which, if finally carried out, will give us a building that in respect to elegance will suit the demands of public taste, and will furnish superior accommodations.

It will contain three large study rooms, eight recitation rooms, and two play rooms. An obvious reason for enlargement is found in the membership of the school. It has now two hundred and fifty-seven pupils, and only two hundred seats. There is no probability that, with a fair management of all the schools, its number of pupils will diminish ; while there are valid reasons to hope that there will be a steady increase.

There is another reason for enlargement. This school has for a long time needed greatly increased facilities to teach the natural sciences. It is not possible under existing circumstances to give proper instruction in chemistry, natural philosophy, natural history, botany, mineralogy, or astronomy. More room and more apparatus are needed.

Better accommodations should be furnished for the Winthrop and Harvard Schools. It is not easy to decide which of these schools should receive the first attention. True economy would hasten to relieve both. The rooms in the basement of the Winthrop are dark, damp, and unhealthy; the recitation rooms on the upper floors are small, poorly seated, and destitute of ventilation.

The halls or study rooms are in mild weather exposed to the noise and dust of the streets; and through the entire year the exercises in them are interrupted, several times a day, by the filing in and out of the lower classes. This is an evil that cannot be fully appreciated except by those whose teaching is thus hourly disturbed.

The rooms in the Harvard are all small, and as poorly ventilated as they can be. One half of them are insufficiently lighted, and the classes occupying them are exposed to constant interruptions by scholars passing through from the corridors to the rooms in the rear. The partitions between the rooms are thin, consisting of single slides made of half-inch boards, consequently when four classes are earnestly engaged in recitation at

the same time, as frequently happens, the "confusion of tongues" naturally carries one back to the scenes of Babel. Besides this the number and character of the rooms are such as to interfere with the proper classification of the pupils.

Generally, the Primary Schools are well accommodated; but some of those at the Point are crowded to overflowing, having over eighty pupils each.

Efforts have been made to procure a room for the accommodation of a portion of these children, but none has been found. Efficient measures for relief should be immediately adopted.

PRIMARY SCHOOLS.

The following table exhibits the organization of the Primary Schools:—

District No. 1.

<i>No Sch'l.</i>	<i>Teacher.</i>	<i>Location.</i>	<i>Committee.</i>
1	Helen G. Turner.	Haverhill Street.....	} William H. Finney, John Turner, George H. Marden.
2	Effie G. Hazen.	cor. Charles & Bunker Hill Sts.	
3	Elizabeth B. Norton.	" "	
4	Lilla Barnard.	" "	
5	Mary H. Humphrey.	" "	
6	Ella Worth.	" "	
7	Rose J. Prescott.	" "	
8	Sarah A. Atwood.	" "	
9	Josie S. Chase.	" "	

District No. 2.

10	M. Josephine Smith.	Mead Street.	} Charles E. Daniels, A. J. Locke.
11	E. W. Yeaton.	" "	
12	Abby P. Richardson.	" "	
13	Melissa J. Conley.	" "	

District No. 3.

14	Jennie D. Smith.	Sullivan Street.	} William Pierce, Charles F. Smith, Wm. Raymond.
15	Frances M. Lane.	" "	
16	Ellen Hadley.	Medford "	
38	Carrie Osgood.	" "	
17	Mary A. Blanchard.	Cross "	
18	Almira Delano.	" "	

District No. 4.

19	Martha W. Yeaton.	Bunker Hill Street.	} John Sanborn, Washington Lithgow, Nahum Chapin.
20	Mary P. Swain.	" "	
21	Persis M. Whittmore.	Moulton Street.	
22	Fannie B. Butts.	" "	
23	Louisa W. Huntress.	" "	
24	Carrie C. Smith.	" "	

District No. 5.

25	Louisa A. Pratt.	Common Street.....	} James F. Hunnewell, M. H. Merriam, J. W. Rand.
26	E. A. Prichard.	" "	
27	E. R. Brower.	" "	
28	C. C. Brower.	" "	
29	Evelina F. Nelson.	" "	
30	Effie A. Kettell.	" "	
31	Matilda Gilman.	Soley "	

District No. 6.

32	E. M. Armstead.	Bow Street.	} A. E. Cutter, Geo. A. Hamilton, William R. Bradford.
33	Elizabeth F. Doane.	" "	
34	Sarah E. Smith.	" "	
35	C. M. W. Tilden.	" "	
36	Carrie A. Rea.	Richmond Street.	
37	Fannie A. Foster.	" "	

Two schools have been formed during the year, and located in the building at the corner of Charles and Bunker Hill Streets. One, organized in the spring and composed of pupils of the lowest grade, was placed under the charge of Miss Sarah A. Atwood; the other, consisting of pupils from the higher classes, was opened at the beginning of the fall term, and placed under the care of Miss Mary A. Humphrey. Miss Josie S. Chase was appointed to fill the vacancy occasioned by the transfer of Miss Humphrey. In November Miss Mary E. Taylor tendered her resignation as teacher of school No 30, and Miss Effie A Kettell was appointed to fill the vacancy.

All these schools are graded but two, Nos. 1 and 31. The method of grading has been dictated, in part, by the structure of the buildings. In some schools there are three classes, in others two. The graded system is operating well.

The plan of making semi-annual promotions adopted by the Board two years ago has been partially tested, and will doubtless prove a saving of time to many children.

The questions used in the examination for promotions to the Grammar Schools, in March, were prepared by myself, and the examinations were conducted by the principals of those schools, aided by their assistants. The result was entirely satisfactory.

The examination for promotion in September was arranged and conducted as the one in March, and was very

comprehensive, including all the subjects studied in the Primary Schools.

The standard fixed upon was an average of seventy per cent. of correct answers. This was not regarded as absolute, for some branches are of less importance than others ; still it served as a useful guide. The age and circumstances of pupils were considered in settling doubtful cases. Very few however were admitted who did not obtain the required per cent.

This examination gave evidence of a want of attention in some of the Primary Schools to reading and the tables of abstract numbers. In reading, the examiners made the selection of pieces and marked at their discretion. The failures occurred to a large extent in schools composed of pupils whose home life is not favorable to rapid progress in knowledge, and who had been for a year or two under teachers of limited experience. Yet those who were admitted obtained an average in this branch of seventy-seven per cent, and more than one half ranged from eighty to one hundred per cent.

The Primary Schools were never in as good condition as they are now : they were never before as fully, and, I think, never as accurately taught as they are now. Some of them are models of excellence, and are exerting a favorable influence upon other schools. Others, compared with the standard to which we wish to bring them, are in some particulars deficient. There is a want of that controlling influence which a teacher

should exert, a lack of genial sympathy and of that inspiration which animates children to the performance of duty, or a failure properly to improve the time. Experience, observation, and careful study may remedy these defects.

Nearly all the rooms occupied by these schools have been more or less ornamented by teachers and pupils, and some of them are quite attractive. Walls hung with pictures, and windows decorated with plants and flowers, give cheerfulness to teachers and scholars and help to blend true pleasure with duty.

One difficulty met with in these schools arises from the fact that many children have so few opportunities for home culture. They hear but little correct conversation, little or no good reading, and are very scantily supplied with suitable reading matter. Having carefully considered the subject, I recommend that the schools having advanced classes, be supplied with a few carefully selected and appropriate books to be loaned to pupils as rewards for good conduct or good lessons. These books should be read at home, or at school after all the required study has been accomplished. The cost of books would be trifling, and an experiment in one or two schools would test the propriety of the measure.

INTERMEDIATE SCHOOLS.

School.	Teacher.	Location.	Committee.
No. 1.	LUCY M. SMALL.	WINTHROP ST.	W. PEIRCE.
No. 2.	ANNA R. STEARNS.	MAIN ST.	JOHN TURNER.

There were three schools of this grade at the opening of the year, but, in consequence of the reduction of their membership by promotions to the Grammar Schools in March, one of them was suspended, and the teacher, Miss Ginn, was transferred to the Warren Grammar School. Later in the season there was a large influx of pupils, and Miss Jennie E. Toby was employed as assistant in No. 2, during June and July. The schools have been very full for several weeks past, and efforts have been made, without success, to procure increased accommodations.

The children in these schools are from nine to fifteen years of age.

The teachers are laboring with unremitting assiduity, and with marked success.

One hundred and thirty-two scholars have been sent to the Grammar Schools during the year.

In respect to scholarship these schools are primary, and they are in no sense intermediate.

GRAMMAR SCHOOLS.

BUNKER HILL SCHOOL.

Committee.—William H. Finney, Charles E. Daniels, John Turner.

Teachers.—Alfred P. Gage, Principal; H. F. Sears, Sub-master; Abby F. Crocker, Head Asst.; Mary L. Coombs, Mary A. Eaton, Edith Howe, Georgie A. Smith, Emma S. Randlet, Mary S. Thomas, Nancy W. Chandler, Angelia M. Knowles, Lydia S. Jones, Martha B. Stevens, Ida O. Hurd.

PRESCOTT SCHOOL.

Committee.—Geo. H. Marden, Geo. A. Hamilton, Washington Lithgow.

Teachers.—George T. Littlefield, Principal; F. W. Lewis, Sub-Master; Mary G. Prichard, Head Asst.; Martha M. Kenrick, Mary C. Sawyer, Elizabeth J. Farnsworth, Julia C. Powers, Ellen C. Dickinson, Lydia A. Sears, Georgianna T. Sawyer, Frances C. Cragin.

WARREN SCHOOL.

Committee.—Charles F. Smith, Abram E. Cutter, William Peirce, William Raymond.

Teachers.—Geo. Swan, Principal; Ebenezer B. Gay, Sub-Master; Sarah M. Chandler, Head Asst.; Margaret W. Veazie, Henrietta J. Merrill, Frances L. Dodge, Maria L. Bolan, V. A. M. L. Dadley, Elizabeth Swords, Georgianna Hamlin, Nellie A. Pratt, Alice Hall, Maria L. Savage, Abbie E. Holt.

WINTHROP SCHOOL.

Committee.—Andrew J. Locke, John Sanborn, Nahum Chapin.

Teachers.—B. F. S. Griffin, Principal; Caleb Murdock and W. B. Atwood, Sub-Masters; Mary A. E. Sanborn, Head Asst.; Harriet E. Frye, Bial W. Willard, A. P. Moulton, Mary F. Goldthwaite, Abby M. Clarke, Josephine A. Lees, Jennie E. Toby, Elsie A. Woodward.

HARVARD SCHOOL.

Committee.—M. H. Merriam, J. F. Hunnewell, William R. Bradford, J. W. Rand.

Teachers.—Warren E. Eaton, Principal; Darius Hadley, Sub-Master; Abbie B. Fiske, Head Asst.; Ann E. Weston, Lois A. Rankin, Fannie B. Hall, Fidelia L. Howland, Susan H. Williams, Emma F. Thomas.

CHANGE OF TEACHERS DURING THE YEAR 1869.

BUNKER HILL SCHOOL.

RESIGNED.

ELLA M. HILL,
CLARA S. NYE,
C. A. W. TOWLE,
HARRIET A. MARCY.

APPOINTED.

NANCY W. CHANDLER,
MARY O. BABCOCK,
MARY A. EATON,
EDITH L. HOWE,
EMMA S. RANDLETT.

PRESCOTT SCHOOL.

MARIETTA BAILEY, JULIA C. POWERS.

WARREN SCHOOL.

SAMUEL G. STONE, EBENEZER B. GAY,
SARAH M. GINN. ELIZABETH SWORDS.

WINTHROP SCHOOL.

MARIA A. HOLT, E. R. STONE,
H. V. RICHARDSON, JENNIE E. TOBY,
W. B. ATWOOD.

HARVARD SCHOOL.

LUCY S. BURGESS, FIDELIA L. HOWLAND,
OTIS L. BONNEY. DARIUS HADLEY.

In consequence of failing health, Mr. Griffin, who had for many years conducted the Winthrop School with prudence and energy, retired, near the close of the summer term, from the active duties of his position. Not realizing material recovery from his illness he presented his resignation to the Board in November, which was accepted, "to take effect on the 1st of March next." To continue to Mr Griffin the honors and income of his position for six months, was a just compliment to his fidelity.

Since the opening of the fall term, the Winthrop School has been under the charge of Mr. Caleb Murdock, and is in every respect prosperous.

The general management and progress of the Grammar Schools are highly satisfactory. The government is good—for the most kind, energetic, and elevating. Yet the rod is in favor with many teachers and is frequently employed to secure obedience and industry; but its use is controlled by such mildness and prudence that I rarely hear a complaint respecting corporal punishment. Two or three years ago such complaints were quite common, and I sometimes saw *marks* which indicated haste and needless severity. The practice of making a monthly report to the Superintendent of all cases of punishment, has induced greater caution in the use of the rod. Still it is too frequently resorted to now, and nothing will insure its general disuse but an increase of the moral forces of the schools, and *correct*

government at home. It cannot be abolished by *law* without detriment to public order; yet every possible means should be employed to quicken the consciences of children and stimulate their better aspirations, so as to elevate them above the necessity of applying physical force.

In the methods of instruction there has been good improvement, though enough of routine may yet be found. The skill and experience of the principals are annually becoming more effective in the lower classes. This is essential to success; and when the right distribution of labor and talents is made in these schools, better results will be achieved than have yet been witnessed. Every class should feel the moulding influence of him who presides over the school.

In each Grammar School there are six classes; and when a class is too large to be instructed by a single teacher, it is divided into two or more divisions, according to the number of pupils it contains.

All the classes are examined monthly by the teachers, and twice a year by the principals who make the results of their investigations the bases of promotions. These examinations are conducted by means of written questions and are productive of much good. They awaken ambition and make teachers and pupils watchful for difficulties to be mastered, and success to be gained, and thus make instruction and scholarship more comprehensive and accurate.

The questions proposed on such occasions are usually of a more practical character than those ordinarily given out, and consequently tend to connect the daily studies with the business of life.

The usual semi-annual examinations were made by myself and the sub-committees. In conducting the examination in the winter I generally used written questions, and endeavored to perform my work so as fairly to test the attainments made by the pupils, to ascertain the comparative progress of parallel divisions, and to indicate to teachers the desirableness of making uniform progress in corresponding classes. I made a record of the results obtained in the several classes which I examined, but they had pursued their studies under such a diversity of circumstances, that a publication of the record would do injustice to many teachers and pupils.

At the summer examination special attention was paid to the first classes, as they were about to graduate. Sets of questions were prepared by myself in the different branches pursued, and the examination was conducted in the presence of the respective sub-committees, who decided upon the claims of each pupil to the honors of graduation. In the other classes I made the examination in geography and grammar; and to some extent in arithmetic. The results obtained were in most cases good. A few divisions exhibited a want of enthusiasm on the part of the teachers, and vagueness of apprehension on the part of the scholars.

The schools were found to be working much more than they were the previous year.

The graduating exercises were occasions of peculiar interest to the scholars and their numerous friends. The attendant crowds exceeded the capacities of the halls where the exercises were held, and in some instances visitors could not find standing room. The performances of the pupils reflected much credit upon themselves and their teachers. .

NAMES OF GRADUATES.

BUNKER HILL SCHOOL.

Albee, Eunice H.
 Brooks, Lizzie G.
 Baker, Sarah
 Bean, Nellie M.
 Costellow, Carrie E.
 Frost, Sarah L.
 Fuller, Abby F.
 Hitchings, Anna
 Hannon, Ellen J.
 Hall, Ida J.
 Learnard, Marietta E.
 M'Carthy, Katie C.
 Porter, Fannie G.
 Skilton, Ida M.
 Tarbox, Ida C.
 Wentworth, Ella L.

Butler, Edw. B.
 Bunce, Geo. C.

Furbush, William D.
 Fox, Edw. H.
 Fenderson, John S.
 Gardner, Guy H.
 Lowe, Chas. F.
 M'Carthy, Eugene
 Magoun, Chas. J.
 Orne, Chas. W.
 Orne, Edward A.
 Reed, Frank
 Stevens, Edward J.
 Sawyer, Edward M.
 Stone, Richard
 Turner, Charles A.
 Trowbridge, Joseph H.
 Wetherbee, John H.
 White, Frank C.
 Watts, Lawrence H.
 Wooffindale, Charles S.

HARVARD SCHOOL.

Childs, Carrie E.	Canen, Geo. C.
Frost, Martha R.	Dinneen, Wm. J.
Gary, Cally E.	Hunt, Ellery J.
O'Conner, Nellie M.	Lyman, James F.
Prescott, Mary H.	Murphy, John R.
Swain, Hattie M.	O'Connor, John J.
Turner, Hattie E.	Seymour, Frank G.
Whitehouse, Alice E.	Toomey, Thomas F.
Walker, Fannie W.	Raymond, Richard

WINTHROP SCHOOL.

Baldwin, C. Maria	Story, Martha A.
Bosworth, Emma J.	Stark, Eva M.
Butterfield, Ella	Woffindale, E. W.
Brown, Tillie P.	—
Barkman, Lucretia F.	Colby, Wm. M.
Courtney, Emelia L.	Crowley, Daniel J.
Flowers, Olive	Gerry, W. J.
Hodgkins, Carrie L.	Hatch, Edw. O.
Hemity, Mary F.	Marshall, Ernest E.
Johnson, Eliza J.	Norton, Chas. H.
Kerille, Addie B.	Preston, George H.
Martin, Rosetta T.	Taylor, Nathaniel O.
Miskelly, Nora B.	Wills, Willie F.
Mann, Mary E.	

WARREN SCHOOL.

Bailey, Ada	Martin, Mary
Bowker, Emma	Olmstead, Emma
Bowker, Carrie	Priest, Emma
Byram, Ida	Picker, Ella
Burns, Eliza	Pierce, Hattie
Coll, Mattie	Smith, Ella
Coll, Ella	Squire, Isabella
Felton, Abbie	Smith, Anna
Hardy, Roswell	Studley, Nellie
Hale, Frank	Whitcomb, Ella
Hall, Moses	—
Hanson, Wm.	M'Auliffe, Daniel
Hams, Eva	Morse, Henry
Johnson, Ida	Pierce, Ernest
Knight, Abbie	Parkman, Wm.
Lyon, James	Roberts, Walker

WARREN SCHOOL CONTINUED.

Linnell, Alice	Sewell, Arthur
Locke, Annie L.	Simonds, Fred.
M'Gaw, Lizzie	White, Lawrence
Manning, Catherine	

PRESCOTT SCHOOL.

Blandin, Ella F.	Richards, Clara A.
Blandin, Mary H.	Summers, Sarah B.
Braley, Gertrude W.	
Brewer, Harriet E.	Barnes, John A.
Corcoran, Mary A.	Barnicoat, William H.
De Costa, Lizzie	Dadman, Harry E.
Essam, Mary E.	Elliot, Charles C.
Harmon, Hattie	Faunce, William R.
Haskins, Deet L.	Fish, Howard W.
Hatch, Hattie F.	Foster, Robert G.
Hayden, Hattie C.	Gabriel, George W.
Heaton, Eva M.	Gill, William R.
Holbrook, Josephine H.	Huntley, Arthur J.
Kidder, Carrie N.	Jenkins, George H.
M'Gowan, Katie E.	Mayers, William F.
Moody, Mary A.	Paine, Jaazaniah G.
Murphy, Lilly E.	Stetefeld, William
Norton, Dora F.	Stevens, Wendell L.
Orne, Mary E.	Vose, Frank
Plaisted, Eva S.	Williams, Arthur F.
Reed, Ella	

The practice of giving familiar lectures, commenced two years ago, has been continued through the past year with much success. Many addresses have been delivered, on practical subjects, by members of the Committee, the Superintendent, and influential citizens. These addresses, delivered with much regularity at the Prescott School, and occasionally at the Bunker Hill, Warren, and Winthrop, have interested the pupils and opened to them new fields of thought and information.

With but little difficulty arrangements might be made for semi-monthly lectures in each school. This method of oral teaching would greatly profit the children, and awaken in the public mind a deeper interest in the cause of education.

Should algebra, rhetoric, natural philosophy, &c., be introduced as regular studies into Grammar Schools? I recently sent to the Superintendents of schools in the principal cities in this country, a circular containing this among many inquiries. About thirty gentlemen of high standing as educators have replied; and, without exception, they answer in the negative, and most of them with emphasis. They were, also, generally agreed in the opinion that these and similar branches should be presented orally to the pupils, so that they may obtain some knowledge of their elementary principles. Ample provision has been made for this in the course of study; and, whenever that is properly carried out, the demands of the case will be fully met.

HIGH SCHOOL.

Committee.

GEORGE W. GARDNER,
GEORGE A. HAMILTON,

ABRAM E. CUTTER,
JAMES F. HUNNEWELL,
ANDREW J. BAILEY.

Teachers.

CALEB EMERY, PRINCIPAL.

JOHN G. ADAMS, NATHAN W. LITTLEFIELD, SUB-MASTERS.

ASSISTANTS.

CATHARINE WHITNEY,
DORA C. CHAMBERLAIN,

SOPHIA E. FAULKNER,
PAULINE S. DOWNES.

At the close of the summer term, Miss Mary Lorette Furber, who had been in the school one year and had won a very high reputation as a teacher, tendered her resignation. Miss Pauline S. Downes has been appointed to take her place, and is giving good evidence of her fitness for the position.

At the opening of the fall term it was found necessary, in consequence of the increase of pupils, to appoint an additional sub-master, and the committee made choice of Mr. Nathan W. Littlefield, valedictorian of the class of '69 at Dartmouth College. His success vindicates the wisdom of their selection.

This school is in a state of gratifying prosperity.

It was thoroughly examined by the sub-committee in February, and was found to be in all respects in good condition.

In July a written examination in the principal studies was held under the direction of the Superintendent. As this was the first written examination of the school, and was designed to affect the promotion of the scholars as well as to test their attainments, it was regarded by them with no little interest. Its announcement was followed by a greatly increased application to study. The result of the examination was highly creditable to teachers and pupils.

The senior class, consisting of six boys and seventeen girls, graduated on the 16th of July. A large and appreciative audience witnessed the exercises, and by their attention and other appropriate means expressed their cordial approval.

The regular order of exercises was interrupted by a very pleasant episode, the hanging of a large and beautiful engraving representing the passage of the Delaware by Washington. The picture was the gift of the graduating class; and it is hoped it may soon be accompanied by other specimens of art equally spirited and appropriate.

NAMES OF GRADUATES.

Marietta F. Allen,	Emma F. Hanson,
Lucy M. Archer,	Emma L. Hintz,
Clarabell Bacheller,	Ella S. M'Kay,
Ellen S. Brown,	Lucy M'Near,
Kate S. Childs,	Emma S. Randlett,
Eva F. Gulliver,	Sylvia A. Richards,

Helen G. Roberts,	Oliver H. Everett,
Geogianna F. Rockwell,	Lyman B. Fisk,
Emma Stearns,	Frederic P. Forster,
Virginia C. Walker,	Gideon F. Haynes,
Mattie E. Witherell,	Lewis G. Smith,
Joseph W. Warren,	

Five members of the class were fitted for college, and four entered Harvard University.

The examination of candidates for admission to this school was held on Tuesday, the 13th of July, and was attended by one hundred and fifty pupils, eighty-eight girls and sixty-two boys. One hundred and thirty-four reached the standard fixed by the Board. Some who failed ranked very low, and this seriously affected the general standing

Average per cent. obtained by all the candidates.

	Arithmetic.	Geography.	Grammar.	History.
Girls,	58	77	66	77
Boys,	68	82	71	87
Girls and Boys,	62	79	68	81

At the opening of the fall term, one hundred and twenty-seven pupils entered the junior class, all of whom are now members of the school.

From Bunker Hill School,	12 boys,	8 girls,	Total	20
“ Prescott	13	16	“	29
“ Warren,	12	23	“	35
“ Winthrop,	8	14	“	22
“ Harvard,	7	8	“	15
“ Private schools,	3	3	“	6
	<hr/> 55	<hr/> 72		<hr/> 127

Average time spent by these pupils in the Grammar Schools was 5 years and $11\frac{1}{4}$ months; this is about one month more than the average time spent in the Grammar Schools by the class of '68.

To accommodate the large increase of scholars, two rooms on the upper floor of the City Hall were furnished with desks, and have been occupied since the beginning of the term by the second middle class, under the charge of Mr. Adams and Miss Faulkner. This arrangement, though the best that could be made, is attended with many inconveniences, interferes with the regular work of the school, and is very objectionable to many parents.

Military drill, which gave so much interest to the boys last year, has been suspended for want of a suitable place for the exercise. This is no light misfortune.

The girls have been regularly trained in gymnastics, and have derived from them pleasure and profit.

Since the opening of the fall term, the practice of making a monthly written examination has been introduced, and is exerting a favorable influence. It induces application and thoroughness.

The High School includes three courses; the regular High School Course, the College Course, and the English and Commercial Course. The first and second are four years in length; the last, three.

Each course is complete and thorough. The last affords ample opportunities for young people to obtain a

good English education ; and it is greatly to be regretted that there are not more of our youth who avail themselves of its advantages. There are nearly three thousand persons in this city from fifteen to twenty years of age, and doubtless many of these ought to be connected with this school. Pressure of business or poverty may be urged for non-attendance, but a failure to appreciate the worth of education is a potent cause. Should the pulpit, the press, and the schools speak properly concerning the value of education, hundreds of children would remain for a longer period at the fountains of knowledge.

This school, in regard to organization and studies, is up to the highest limit indicated by the statute which authorizes its support ; and, in respect to variety and thoroughness of instruction, stands among the first of its grade in the country. All its teachers are fully qualified for the positions they hold. The varied experience of its Principal, acquired in this and other schools, insures fullness and accuracy in teaching, and eminently fits him for the training of youth.

In its organization and range of studies, the school stands far higher now than it did in the early years of its history. During its first decade, its course of instruction was limited to three years ; since then it has occupied four. Two years ago a thorough English course was established.

It is often remarked that scholars remain in this school but a short time, and there is too much truth in the statement; but the same may be said of pupils in the Grammar Schools. A comparison of the classes in the High School with the classes in the Grammar Schools shows that the advantage, in respect to permanence, is decidedly in favor of the former.

Table showing the number, average age, &c., of scholars admitted to the High School from 1848 to 1869.

	No. admitted.		Average Age.				No. graduated.		Per cent. Graduated.
	Boys.	Girls.	Boys. y. m.	Girls. y. m.	Boys.	Girls.	Boys.	Girls.	
Class of 1848.	40	48	14 7	15 3	2	14			18
" 1849.	26	30	13 10	14 6	0	9			16
" 1850.	34	25	13 8	14 5	8	12			34
" 1851.	22	18	14	14 9	2	5			17
" 1852.	30	36	14 2	14 4	12	11			35
" 1853.	22	32	13 9	14 5	8	13			39
" 1854.	28	40	14 8	14 4	5	19			35
" 1855.	35	41	14 3	14 11	7	14			28
" 1856.	36	42	14 3	14 8	8	15			29
" 1857.	38	66	14 6	14 8	6	10			15
" 1858.	39	57	14 7	14 4	9	19			29
" 1859.	39	43	14 5	14 8	3	14			21
" 1860.	14	27	14 9	14 9	1	11			29
" 1861.	32	59	14 3	14 9	4	20			26
" 1862.	26	48	14 3	14 9	3	21			32
" 1863.	25	51	14 6	14 9	6	20			34
" 1864.	29	34	14 6	14 4	6	14			32
" 1865.	29	47	14 7	14 11	6	17			30
" 1866.	26	38	14 4	15 1	6	17			36
" 1867.	33	34	14 6	15 1					
" 1868.	47	52	14 6	14 11					
" 1869.	54	72	14 7	14 9					

From the foregoing table it appears that there has been great uniformity in respect to the age of pupils

admitted to this school. Of the twenty-two classes admitted, the youngest was received in 1850, and the oldest, in 1867. In two classes — those of '48 and '60 — the boys were older than the boys of the class of '69; in three, of the same age; in *sixteen*, *younger*. In six classes the girls were older than the girls in the class of '69; in five, of the same age; in *ten*, *younger*. Pupils generally enter schools of this grade under fifteen years of age. If much younger than fifteen, they are not sufficiently developed in intellect to pursue successfully the studies prescribed; if much older, they will not remain to pursue them.

The membership of this school has increased considerably during the last two years. This result arises from several causes. The school has been made more attractive to our youth than it was a few years ago; and the baseless prejudice against it has greatly diminished. Moreover the advantages of protracting the period of study have been presented to pupils in the Grammar Schools, and this has induced some to enter the High School. These are the principal causes of growth.

If the right influence is exerted in the lower grades of schools, if children are taught to appreciate that culture which is one of the essentials to happiness and success in life; and if the High School fully meets the wants of our youth and is sustained by public sentiment as it should be, it will scarcely be able, even with the anticipated enlargement of its building, to accommodate its increasing numbers.

Names of Scholars belonging to the High School at the close of the year 1869.

SENIOR CLASS.

Bradford, Oscar H.
Cutter, Olin W.
Forster, Horace O.
Gibson, Charles G.
Graves, Frank N.
Priest, Henry P.
Southworth, Robert A.
Stevens, Edwin P.
Twombly, Wm. L. D.
White, George W.

Beddoe, Hattie E.
Bennet, Sarah M.
Bent, Helen M.
Blanchard, Abbie L.
Blanchard, Lizzie
Blanchard, Mary W.

Brown, Lizzie F.
Conway, Mary F.
Field, Sarah E.
Flanders, Carrie A.
Hill, Lizzie C.
Howe, Delia S.
Lamson, Fanny M.
M'Gowan, Mary E.
Moore, Ada A.
Palmer, Ida E.
Potter, Annie L.
Prescott, Susie J.
Stone, Mary E.
Ritner, Ella
Sturtevant, Lizzie F.
Swan, Louisa T.

FIRST MIDDLE CLASS.

Benn, John M.
Emery, Charles B.
Gilman, Frank P.
Merrick, Wm. O.
Studley, John H.
Tufts, Frederic
Warren, Edgar B.
Wyman, Howard

Blanchard, Hattie E.
Burcham, Harriet L.
Cutler, Eliza T.
Denvir, Annie E.
Duchemin, Clara W.

Maloney, Annie T.
Metcalf, Emma T.
Page, Sarah G.
Patch, Ella F.
Peterson, Izora A.
Robie, Susan A.
Talpey, Emma C.
Todd, Mary E.
Toppan, Lizzie J.
Wiley, Abbie H.
Gerry, Sarah F.
Harding, Grace H.
Hatch, Alice S.

SECOND MIDDLE CLASS.

Ballou, Frank O.
Bolan, Joel C.
Coburn, Arthur B.
Dadmaun, John G. B.

Atwood, Abbie E. A.
Bickford, Hattie,
Burroughs, Bella M.
Carlton, Emma F.

SECOND MIDDLE CLASS—CONTINUED.

Davis, Simon	Childs, Mary S.
Delano, Henry C.	Copeland, Hattie A.
Dodge, Frank A.	Crozier, Annie M.
Dodge, Walter W.	Cutler, Flora
Dow, Clarence	Delany, Mary E.
Flanders, Charles A.	Doane, Helen
Hall, Benj. F.	Emery, Marcia
Henry, Wm. L.	Evans, Georgianna M.
Hook, Charles P.	Ferrin, Fanny A.
Howes, Albert C.	Fitzgerald, Georgia
Manning, Mark S.	Gale, Ada J.
McNally, John J.	Haley, Margaret T.
Merrick, Edward C.	Hamilton, Louise H.
Mills, Arthur L.	Hardy, Carrie A.
Morse, Wm. R.	Harmon, Lizzie J.
O'Meara, Stephen F.	Horne, Julia E.
Pickthall, Edward	Horton, Emma M.
Pierce, Thomas M.	Hutchins, Emma
Pitts, Frank A.	Jones, Hattie M.
Pope, Frank J.	Leonard, Emma J.
Robertson, Arthur R.	Parker, Olive C.
Sawyer, George O. Jr.	Peterson, Ella A.
Smith, James O.	Potter, Ella M.
Stevens, Milon F.	Ramsey, Helen E.
Swain, George W.	Robinson, Ida A.
Swallow, George N.	Simpson, Carrie
Swan, George A.	Simpson, Lydia A.
Webber, Edward H.	Stone, Nellie C.
White, Edwin M.	Tennant, Lydia E.
Whitney, George A.	Warren, Geogianna H.
Whitney, William A.	Whitman, Almira L.
	Wiley, Ida R.
	York, Dora.

JUNIOR CLASS..

Barnes, John A.	Albee, Eunice H.
Barnicoat, Wm. H.	Bailey, Ada J.
Bunce, George C.	Baldwin, Carrie M.
Butler, Edward B.	Bateman, Lucretia F.
Burckes, James H.	Bean, Nellie M.
Carven, George C.	Blandin, Ella F.
Colby, Willie M.	Blandin, Mary H.
Crowley, Daniel J.	Bowker, Carrie L.

Dadmun, Harry E.
 Elliot, Charles C.
 Faunce, Wm. R.
 Fox, Edward H.
 Gabriel, George W.
 Gardner, Guy H.
 Gerry, Wm. J.
 Green, Eli G.
 Greenleaf, Robert W.
 Hale, Frank C.
 Hall, Moses C.
 Henderson, George A.
 Hanson, Wm. H.
 Hardy, Roswell B.
 Hatch, Edward O.
 Huntley, Arthur T.
 Jenkins, George H.
 Lyman, James V.
 Lyon, James E.
 McAuliffe, Daniel
 Marshall, Ernest C.
 Mayers, Wm. F.
 Murphy, John R.
 Norton, Charles H.
 O'Connor, John C.
 Orne, Edward A.
 Paine, Jaazaniah G.
 Parkinson, Wm.
 Pierce, Ernest R.
 Preston, George W.
 Raymond, Richard
 Reed, Frank
 Roberts, Walter H.
 Seymour, Frank G.
 Sewall, Arthur W.
 Simonds, Fred. M.
 Spicer, Vibe
 Stevens, Wendell P.
 Stone, Richard H.
 Trowbridge, Joseph
 Turner, Charles
 Twomey, Thomas F.
 White, Frank H.
 Williams, Arthur F.
 Woofindale, Charles S.
 Vose, Frank

Bowker, Emma J.
 Bosworth, Emma J.
 Bradford, Alice S.
 Brooks, Lizzie G.
 Brown, Tillie P.
 Byrnes, Eliza G.
 Byram, Ida L.
 Butterfield, Ella F.
 Childs, Carrie
 Coll, Madalena F.
 Coll, Marietta J.
 Corcoran, Mary A.
 Courtenay, Emily L.
 De Costa, Lizzie
 Essam, Mary E.
 Felton, Abby M.
 Flowers, Mary O.
 Frost, Martha R.
 Frost, Sarah L.
 Gary, Cally E.
 Hall, Ida J.
 Harmon, Hattie C.
 Harris, Eva
 Haskins, Deett L.
 Hatch, Hattie
 Hayden, Hattie C.
 Heaton, Eva M.
 Hemity, Mary T.
 Hodgkins, Carrie B.
 Holbrook, Josephine H.
 Johnston, Eliza J.
 Knight, Abbie T.
 Learned, Marietta E.
 Linnell, Alice J.
 Littlefield, Sarah C.
 Locke, Annie L.
 McGaw, Lizzie C.
 Mann, Mary E.
 Martin, Mary E.
 Martin, Rosetta T.
 Miskelly, Leonora B.
 Moody, Mary E.
 Norton, Dora T.
 O'Connor, Nelly
 Olmstead, Emma C.

Orne, Mary E.
 Parkhust, Ellen L.
 Pierce, Hattie E.
 Plaisted, Eva S.
 Poor, Emma C.
 Priest, Emma C.
 Skilton, Ida M.
 Smith, Anna C.
 Smith, Ella T.
 Squire, Isabella M.

Studley, Nellie B.
 Summers, Sarah B.
 Swain, Hattie M.
 Trowbridge, Mary A.
 Turner, Hattie E.
 Walker, Fannie W.
 Wentworth, Ella L.
 Whitcomb, Ella F.
 Whitehouse, Alice E.

MUSIC.

Music in the High and Grammar Schools has been successfully taught by Mr. James M. Mason. Mr. Mason conducts the exercises with an earnestness and skill which interest the pupils and stimulate their attention to this important branch of education. Many children, however, seem to regard the musical exercise as a mere pastime, and are reluctant to make those efforts necessary to secure real improvement. This indifference would be greatly diminished by keeping a record of the attainments of the scholars in this, as in other branches.

Eight new pianofortes have been placed in these schools, and the result shows that good instruments are more economical than poor ones.

DRAWING.

To a limited extent, this useful branch is taught in every school in the city. In the Primary Schools the work is necessarily very simple and elementary.

Bartholomew's Drawing Books are used in the High and Grammar Schools ; and the pupils in the former, and in the higher classes of the latter, are making fair progress.

The teachers were not familiar with this art at the time it was introduced, otherwise far better results would have been secured, than we are now permitted to witness. In order to aid them in this part of their duty, I have made an arrangement with the publishers of Mr. Bartholomew's works to give the teachers in the High and Grammar Schools a course of gratuitous lessons ; and Mr. Albert F. Hall, the successful teacher of drawing in the Institute of Technology in Boston, is now performing that service. A successful beginning has been made ; and it would be good economy on the part of the Board to supplement the instruction already provided for, by another course of lessons.

As the present course is gratuitous the attendance is voluntary, and some of the teachers appear quite indifferent to the opportunity afforded them.

TRUANCY.

One of the most persistent and troublesome evils that beset our schools is truancy. Various expedients have

been adopted to abate this evil, but no city can boast of having found a perfect cure.

Early in the spring, Mr. S. P. White and Mr. Charles S. Wooffindale were appointed truant officers; and their services have been abundant, judiciously directed, and successful. Still the evil exists. There are truants in the Grammar, Intermediate, and Primary Schools. A prolific source of truancy is found in the inefficiency or viciousness of home influence. The parents of some of these offenders are intemperate; and some utter wholesale falsehoods to screen their wayward children.

In October, the truant officers presented to the School Board a report respecting the proper treatment of incorrigible truants. The report received the favorable consideration of the Board, and was immediately sent to the City Council.

After mentioning several methods of dealing with truants they say, "Chelsea sends her hardened truants away. Connected with the almshouse and farm in Lowell is a Reform School controlled and supported by that city. The boys are well fed, comfortably and neatly clothed, attend school the greater part of the year, aid in carrying on the farm, and seem to be surrounded with influences which, if they do not work a complete reformation, essentially change them for the better. Chelsea pays Lowell for the maintenance of each of these truants the sum of two dollars a week; and as far as we can learn the officers of Chelsea

consider it an excellent arrangement, both as it regards economy and the reformation of the children sent there. Indeed it seemed to us so excellent and practicable a method that we have hastened to call to it the attention of your honorable body. And if it appear worthy of consideration, we pray that it may receive your earliest attention. Lawrence has already made arrangements with Lowell to send her truants there, and Lynn is moving in that direction. You will see, therefore, that should the project seem to yourselves and the City Council desirable, how necessary it will be that steps be taken immediately to perfect the arrangement."

The recommendation of the truant officers cannot fail to receive the prompt and favorable attention of the City Council.

EXAMINATION OF TEACHERS.

Three public written examinations of teachers have been held. The first, of gentlemen, April 7, for the vacant sub-mastership in the Warren Grammar School. Twenty-six candidates were present, many of whom acquitted themselves very honorably. Mr. E. B. Gay received the appointment.

Certificates were not given.

The second and third, of female teachers, one in May, the other in November.

The following persons obtained the required per cent :

May, Mary C. Babcock,	May, Ellen E. Pratt,
" Mary E. Barstow,	" Jennie E. Tobey,
" Etta H. Barstow,	" Lucy B. Wiggin,
" Addie M. Barstow,	" Susan F. Drake,
" Nancy Chandler,	Nov. Evantia S. Chesley,
" Mary S. Charles,	" Josie S. Chase,
" Mary S. Dand,	" Mary A. Eaton,
" Mary A. Dunnels,	" Sarah F. Farrer,
" Ida A. Emerson,	" Emma L. B. Hintz,
" Sarah M. Foster,	" C. D. Hayden,
" Edith L. Howe,	" L. C. McNear,
" Abbie E. Holt,	" N. M. Nute,
" Emma M. Hoyt,	" Carrie E. Osgood,
" Fidelia L. Howland,	" E. S. Randlett.
" Abbie F. Jaquith,	" Mary F. Richards,
" Lydia Mendum,	" Addie Sanderson,
" Helen M. Newhall,	" Georgie A. Smith,
" Jennie A. Norris,	" Hattie C. Thompson,
" Julia C. Powers,	" F. E. Washburn,
" Ellen M. Parker,	" Mary B. Howland.

PREPARATION OF TEACHERS.

The supervisors of public education are solicitous to procure thoroughly competent teachers, yet they make very little provision to aid them in preparing for their professional duties. The Normal Schools are utterly incapable of supplying the numerous demands made upon them. But few teachers, comparatively, graduate from them and the professional life of most of those who do is brief. Consequently the cities and large towns are beginning to rely upon themselves. Boston has a Normal School and a Training School; and Worcester, Springfield, and Woburn have recently established Training Schools which are operating very successfully. There is need of a preparatory school in this city. It is not dealing fairly and honorably by the children in our schools, to appoint for them teachers who have had neither experience in teaching, nor training for their duties. Pupils in Public Schools do not learn to teach, by plodding over lessons which they design only to recite, yet it appears to be thought by many people that young ladies who go through these schools are entitled, by that fact, to positions as teachers. This is a mischievous notion which frequently gives great trouble to committees.

I have already twice presented to the Board the subject of establishing a Training School in this city, and I hope it may receive early attention.

The cheapest and easiest method of accomplishing this object would be to locate the school in one of the Primary School buildings.

The following account of the Training School in Woburn will be of interest in this connection.

“The school was established in July, 1866. A school building was selected in the centre of the town, with about two hundred pupils divided into four Schools — two Primary and two Intermediate, the latter corresponding in grade to the first two years in the Boston Grammar Schools. They are in two distinct departments, with a principal for each department.

The requisites for admission into the Training School are 1st. Candidates must be residents of Woburn; 2d. They must be graduates of the High School, or of a school of a similar grade; 3d. It is expected (though not made a condition,) that all will teach in the public schools of the town.

They are obliged to remain in the school one year, unless needed as teachers elsewhere. They are on probation thirteen weeks, receiving no pay. If approved then, they continue, at two dollars a week, during the remainder of the year. On admission they enter on their work of discipline and instruction, under the eye of the principal, and are gradually intrusted with the work till the entire control of a room is given to them. The number so employed should be small, in order to secure the best results.

Thus the teachers in training have the same kind of material to work upon that they will find elsewhere, while the principal is at hand to point out mistakes, give instruction, &c. At the end of a year so spent, the graduate comes to her work with confidence. She is no longer a raw recruit but a veteran.

The advantages secured to the town by this school are substantially as follows : —

“ 1. It furnishes the schools with trained teachers—supplying a want that has been deeply felt, and imparting to the school system a symmetry and completeness never before possessed.

“ 2. It increases the permanency of teachers by taking away all inducements for entering the profession for a short time ; for it is improbable that any one will give her services for a year unless she intends to continue in the work for a considerable period.

“ 3 It increases the per centage of successful teachers, as compared with those who fail, and thereby saves much time and money now wasted through inexperience. Of those who have graduated from the Training School up to the present time, 93 per cent. have succeeded.

“ 4. Not only do these advantages result but they are attended with an actual saving of expense. The annual cost of the four schools in the Training School is less than that of any four similar schools in the town.

“ The advantage of such a school in furnishing trained substitutes to fill temporary vacancies ; the facility it affords of introducing new methods of instruction ; its tendency to bring about greater uniformity of discipline and instruction in the various schools, will readily suggest themselves.”

IMPROVEMENT OF THE SCHOOLS.

A glance at the schools as they were four years ago, will aid in showing what has been done for their improvement. There was at that time no authorized arrangement of studies for the Primary or Grammar Schools; and there was no rule or vote of the School Board to indicate how long scholars should remain in either grade, or how much they should be required to accomplish in a year. Many thousands of dollars were paid for instruction, but no plan existed to secure uniformity or system in the labor for which the money was paid. The studies had never been classified; and each school was comparatively independent.

Many of the Primary Schools were crowded to excess: several occupied rooms wholly unfit for educational purposes; only four were graded, and not more than six were fairly supplied with the incidental requisites for teaching. In but few was definite attention given to printing, writing, or the use of figures.

In the Grammar Schools there was a great want of uniformity. In some of them the course of study, as reported to me by the principals, if it could be called a *course*, comprised six years; in others, seven. Each principal regulated the *study and progress of his classes at his discretion*. Pupils usually spent two years before taking up written arithmetic, and many of them left school before going through the simple rules. No

instruction was given in declamation, written composition, map drawing, or writing letters or business papers.

In respect to the High School, there was a general complaint that it did not meet the wants of the people. Strong and very injurious prejudices against it widely prevailed. To remedy these and similar defects in our schools, to utilize in the highest degree the money paid for instruction, and to secure to our youth the best educational results, much has been accomplished.

All the Primary Schools but two have been graded; twenty have been supplied with desks and chairs; and every one furnished with the ordinary requisites for teaching. The instruction in these schools has been systematized and considerably extended.

All the children are taught to print; and those in the first classes write, with a pencil, a fair hand, and readily perform simple examples in addition, subtraction, and multiplication in written arithmetic. The standard for admission to the Grammar Schools has been raised, and candidates are much better fitted for the studies of those schools than they were a few years ago.

The studies of the Grammar Schools have been systematically arranged, and parallel classes are advancing with nearly equal steps. Physical culture receives daily attention; declamation, written composition, and drawing, have been introduced into all the classes; letters

and the simple forms of business papers are written by the higher classes, and book-keeping is now studied by the first classes.

For three years past diplomas have been given to pupils that have finished the course of study in these schools, and the influence of this measure has been salutary. Instead of beginning written arithmetic in the third year, as formerly, children now learn the use of figures in the Primary Schools, and, during their first two years in the Grammar Schools, they obtain a fair knowledge of the fundamental rules, and of United States Money. The method of conducting writing has been greatly improved. Pupils are now trained in writing the capital and loop letters in the first two years; formerly, in some of the schools, they spent *four years* without making either.

The Grammar Schools are, emphatically, the schools of the people, and should deal justly and generously by the children of the poor. This cannot be done by extending the course of study in these schools, for it is beyond the reach of three-fourths of the children now, but by giving the *short-time* pupils the instruction they need for an early entrance upon the practical duties of life. This can be accomplished without injury to sound scholarship; and the measures you have adopted, if properly carried out, will do much towards securing this most desirable object. It is a mistake, it is morally wrong, to adapt the school system, chiefly to the convenience of *the few* who have time and means at their command

The higher classes in the Grammar Schools are considerably larger, and much farther advanced in their studies than they were a few years ago: and there is no good reason why they may not^{*} be still larger in the future. These schools may, *without undue pressure or deterioration in scholarship annually graduate from one hundred and fifty to two hundred pupils.*

Calisthenics, military drill, and drawing have been introduced into the High School. This school has been greatly improved by the establishment of a course of English studies; and, when suitable arrangements are made for teaching the sciences, the educational wants of our young people will be amply provided for.

As a result of the various measures adopted, the labors of teachers and pupils have been more definitely and judiciously directed, the schools have been brought into greater harmony with the best conducted schools of other cities, and valuable results have been obtained in every department of our work.

The changes which have been introduced have added very little if anything to the tasks of the pupils. Drawing is an aid to penmanship, composition to grammar; and judicious physical exercises develop the bodily and mental energies.

The somewhat prevalent notion that pupils in our public schools are required to perform an excess of brain work is baseless. That some physically feeble children study more than their health allows is quite

possible, but the remedy for such is very simple: they can fall back to a class where the task is lighter. Should the few over-worked children in any of our cities be classed according to their physical strength, their offended parents would immediately express their indignation. The difficulty is, ambitious fathers and mothers want their delicate children to stand at the head of their respective classes; and, to enable them to do this, the progress of the classes must be so slow that such pupils may not be over-taxed.

That children in all our cities suffer for want of physical culture is readily admitted. To remedy this defect in our schools much has been accomplished; and *much more* is required.

In conclusion, gentlemen, I tender to you my thanks for your personal and official kindness. The recommendations which I have thought proper to make, you have duly considered, and, with very few exceptions, adopted. As a reward for your numerous and trying labors, you have the satisfaction of knowing that you have contributed much to advance the interests of education, and to prepare the youth of this city for the responsibilities of active life. Our schools are doing well; and they will, I trust, be far more prosperous in the future than they are at present.

Respectfully submitted,

J. H. TWOMBLY, *Sup't of Public Schools.*

DECEMBER 30, 1870.

Statistics from the School Returns at the Semi-Annual Examinations.—1869.

	Term ending February 28, 1869.										Term ending August 31, 1869.									
	Whole number	d't'g the Term	Boys.	Girls.	Whole number	at close of Term	Boys.	Girls.	Average	Attendance.	Over 15 years	of age.	Under 15 years	of age.	No. of visits	of Committee.				
High School.																				
Warren Grammar Sch.	209	87	122	195	82	113	198	161	34	195	82	113	180	77	103	184	163	17	14	
Winthrop "	812	393	419	667	324	343	599	8	659	111	778	368	410	605	323	628	34	571	75	
Harvard "	532	306	286	494	240	254	420	4	490	33	599	308	291	494	260	234	449	16	478	23
Bunker Hill "	539	279	260	357	186	171	356	9	348	52	431	224	207	335	174	161	330	9	326	21
Prescott "	765	359	406	620	296	324	606	46	574	89	731	338	393	552	263	289	590	20	532	58
	531	262	269	487	244	243	441	17	470	36	548	281	267	473	237	236	448	22	451	36
	3239	1599	1640	2625	1290	1335	2422	84	2541	321	3087	1519	1568	2459	1216	1243	2445	101	2358	213
Intermed'te Sch. No. 1.	63	32	31	53	26	27	41		53	6	94	53	41	56	34	22	46		56	6
" " 2.	105	50	55	70	34	36	58		70	13	120	62	58	95	48	47	69		95	15
" " 3.	112	67	45	54	34	20	55		54	16										
	280	149	131	177	94	83	154		177	35	214	115	99	151	82	69	115		151	21

HIGH, GRAMMAR, & INTERMEDIATE SCHOOLS.

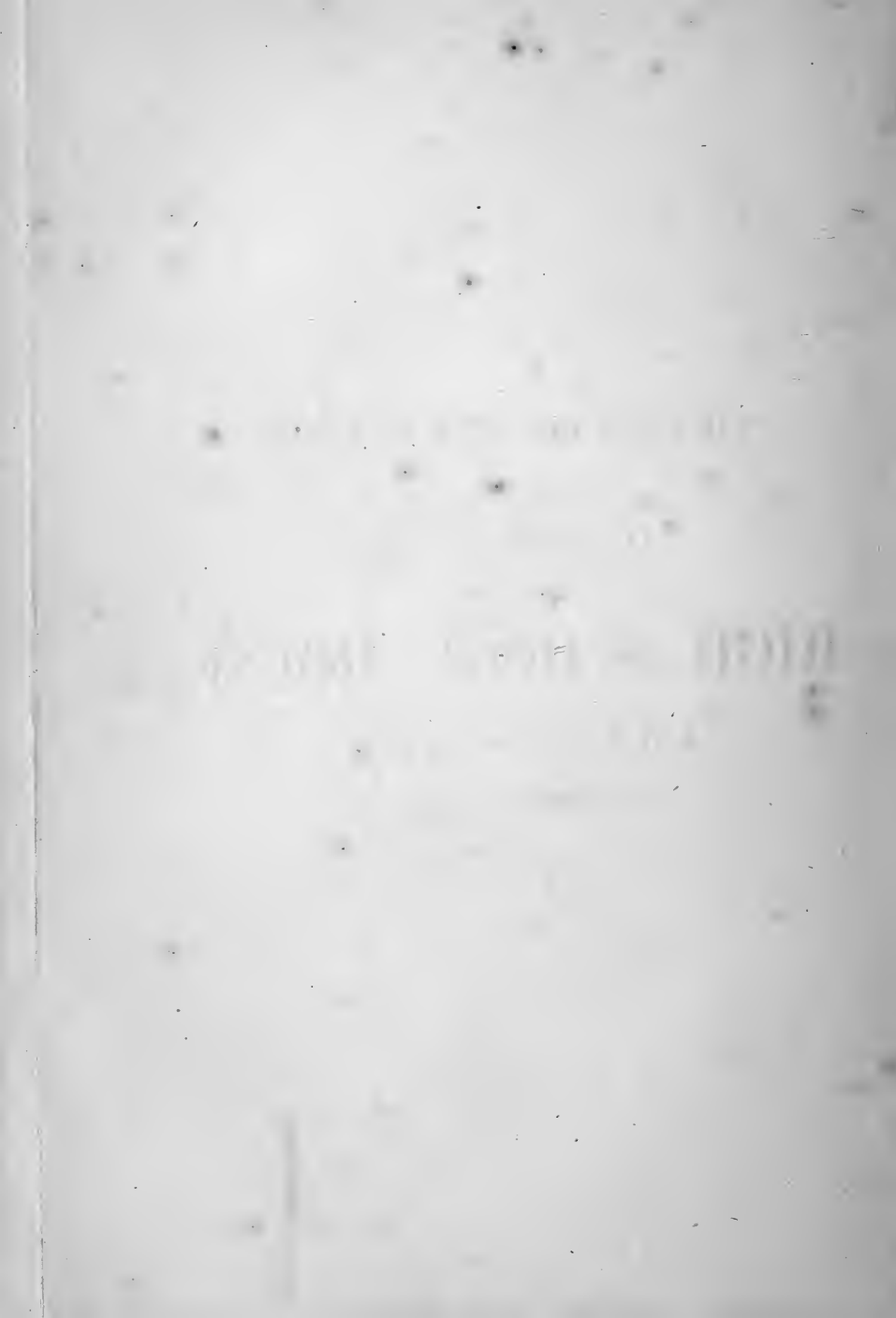
High School.

Warren Grammar Sch.
Winthrop "
Harvard "
Bunker Hill "
Prescott "

Intermed'te Sch. No. 1.
" " 2.
" " 3.

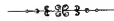
STATISTICS of PRIMARY SCHOOLS for 1869.

Districts.	No. of School.	TEACHERS' NAMES.	Location of Pri- mary School Houses.	Term ending February 28, 1869.							Term ending August 31, 1869.							COMMITTEES ON PRIMARY SCHOOL DISTRICTS.		
				Whole No. during Term.	Whole No. at Close of Term.	Boys.	Girls.	Average Attendance.	Over 5 years of age.	Under 5 years of age.	No. of visits of Committee.	Whole No. during Term.	Whole No. at Close of Term.	Boys.	Girls.	Average Attendance.	Over 5 years of age.		Under 5 years of age.	No. of visits of Committee.
No. 1.	1	Helen G. Turner,	Haverhill Street.	71	56	19	37	43	56	0	9	73	56	20	36	43	56	1	3	Wm. H. Finney, John Turner, George H. Marden.
	2	Effie G. Hazen,	Cor. Chas. & B. H. Sts.	64	48	22	26	46	48		32	68	64	31	33	52	64		11	
	3	Eliz. B. Norton,	do. do.	64	49	21	28	45	49		34	70	61	27	34	54	61		10	
	4	Lilla Barnard,	do. do.	77	53	27	26	47	53		28	66	60	28	32	50	60		10	
	5	Mary H. Humphrey,	do. do.	85	58	33	25	47	58		22	80	53	27	26	44	52		19	
	6	Ella Worth,	do. do.	88	60	30	30	50	59		31	78	54	25	29	49	54		10	
	7	Rose J. Prescott,	do. do.	72	63	32	31	54	63		54	43	25	18	38	43				
	8	S. A. Atwood,	do. do.																	
No. 2.	10	M. Josephine Smith,	Mead Street,	62	53	26	27	45	53	19	63	55	31	24	50	55	1	12	Chas. E. Daniels, A. J. Locke.	
	11	Eliz. W. Yeaton,	do.	71	63	37	26	51	63		9	68	57	33	24	48		57		4
	12	Abbie P. Richardson,	do.	75	57	36	21	51	57		19	64	39	18	21	50		38		15
	13	Melissa J. A. Conley,	do.	59	46	22	24	48	46		25	60	49	32	17	52		49		12
No. 3.	14	Jennie D. Smith,	Sullivan Street,	64	58	28	30	48	58	6	76	73	34	39	56	73	2	4	William Peirce, Chas. F. Smith, Wm. Raymond.	
	15	Frances M. Lane,	do. do.	60	55	22	33	50	55		4	60	52	22	30	49		52		3
	16	Ellen Hadley,	Medford Street,	67	62	32	30	50	62		2	72	66	30	36	50		66		1
	38	Carrie E. Osgood,	do. do.	54	52	27	25	46	52		2	47	46	24	22	40		46		2
No. 4.	17	M. A. Blanchard,	Cross Street,	65	57	28	29	47	57	11	77	66	36	30	51	66	11	12	John Sanborn, W. Lithgow, Nahum Chapin.	
	18	Almira Delano,	do. do.	68	60	31	29	50	60		11	67	57	28	29	51		57		13
	19	Martha Yeaton,	Bunker Hill Street,	56	56	27	29	48	56		12	63	58	28	30	46		58		5
	20	Mary P. Swain,	do. do.	67	60	29	31	42	60		7	78	64	30	34	46		64		9
No. 5.	21	P. M. Whittemore,	Moulton Street,	96	47	24	23	44	47	9	77	67	29	38	54	67	7	6	James F. Hunnewell, M. H. Merriam, J. W. Rand.	
	22	Frances B. Butts,	do. do.	130	46	24	22	45	46		9	77	67	29	38	54		67		10
	23	Louisa W. Huntress,	do. do.	100	79	42	37	55	79		7	70	61	33	28	51		61		8
	24	Carrie E. Smith,	do. do.	62	57	27	30	45	57		4	90	86	40	46	60		86		8
No. 6.	25	Louisa A. Pratt,	Common Street,	52	46	27	19	40	46	10	65	60	32	28	52	60	1	8	A. E. Cutter, Geo. A. Hamilton, Wm. R. Bradford.	
	26	E. A. Prichard,	do. do.	59	45	26	19	40	45		3	62	52	28	24	46		52		10
	27	E. R. Brower,	do. do.	78	65	34	31	44	64		3	59	55	28	27	45		55		3
	28	C. C. Brower,	do. do.	56	44	25	19	39	44		8	74	64	34	30	44		63		4
No. 7.	29	Mary E. Taylor,	do. do.	56	48	29	19	41	48	11	4	61	55	33	22	48	55	12	3	
	30	Evalena F. Nelson,	do. do.	56	48	29	19	41	48		4	59	47	22	25	45	47		7	
	31	M. Gilman,	Soley Street,	82	67	35	32	48	67		11	59	47	22	25	45	47		5	
	32	S. E. Smith,	Bow Street,	68	51	29	22	41	51		12	82	71	37	34	50	71		10	
No. 8.	33	L. M. Armstead,	do.	165	79	43	36	47	78	1	6	72	65	35	30	50	65	1	7	A. E. Cutter, Geo. A. Hamilton, Wm. R. Bradford.
	34	Ellen M. Armstead,	do.	117	61	33	28	43	61		7	102	72	37	35	50	71		10	
	35	C. M. W. Tilden,	do.	82	55	30	25	46	55		9	58	52	33	19	38	52		11	
	36	Carrie A. Rea,	do.	99	52	27	25	45	52		11	64	54	31	23	49	54		7	
	37	Fannie A. Foster,	Richmond Street, do. do.	95 60	65 54	33 29	32 25	41 45	65 53		9 5	56 72	46 55	25 26	21 29	38 50	46 55		4 4	
				2546	2027	1046	981	1657	2023	4	416	2560	2151	1097	1054	1781	2147	4	272	



ORDER OF EXERCISES,
AT THE
DEDICATION
OF THE
HIGH SCHOOL HOUSE,
CHARLESTOWN,
DECEMBER 14, 1870.

PROGRAMME.



MUSIC.

1. READING Selections from the Scriptures,..... REV. C. E. GRINNELL.
2. PRAYER,..... REV. H. W. WARREN.

MUSIC.

3. STATEMENT by GEORGE B. NEAL, Esq., Chairman of Committee on City Property, on passing the Keys to the Mayor, Chairman ex-officio of the School Committee.
4. ADDRESS of his Honor, MAYOR KENT, on receiving the Keys and passing them to the Chairman of the High School Committee.
5. ADDRESS of REV. DR. GARDNER, Chairman of the High School Committee on receiving the Keys and passing them to the Principal of the High School.

6. ADDRESS by CALEB EMERY, Esq., Principal of the High School, on receiving
the Keys.

MUSIC.

7. DEDICATION ODE.....by A. E. CUTTER.

DEDICATION ODE.

There, valor's monumental pile,
Here, Academic Hall ;
Fit structures for historic hill,
And worthy coronal.

Where swarthy Mars roll'd his black cloud,
And lighted it with flame,
Sweet peace is found, and temple raised
To mild Minerva's name.

There, as at Freedom's holy shrine,
Be pilgrim homage paid ;
Here, scholars scan the classic line,
The lofty Iliad.

For meet it is, in scholar's mind,
Call it not base alloy,
To mingle thoughts of Bunker Hill
With Homer's Siege of Troy.

Then side by side thus proudly stand ;
Due honor give each one ;
This, dedicate to life's great aim,
And that, to great deeds done.

8. SHORT ADDRESSES.....by the Superintendent and others.

MUSIC.





